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ABSTRACT

The quinmester American studies elective course for grades seven through nine focuses on the development of the United States as a world power from 1898 when conditions and influential groups of expansionists contributed to the United States, changing from an isolationist nation to the present world power. Emphasis is on the concept of national power and its manifestation in national and foreign policy in an attempt to provide students with a background and foundation upon which to build an understanding of America's role in today's world. Seven units of the course, arranged as other quinmester social studies courses, with stress upon United States foreign policy are: 1) From Isolationism to Imperialism; 2) From Pre to Post World War I; 3) Return to Isolationism; 4) From Pre to Post World War II; 5) Cold War to the Present; 6) Projections for the future; 7) Relationship of past events to the present. A bibliography of student and teacher materials is included. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 949 through SO 002 970. (Author/SJM)

SD 006 768

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

EMERGENCE OF AMERICA AS A WORLD POWER

6412.16
6416.06
6411.06
6470.26

SOCIAL STUDIES

DIVISION OF INSTRUCTION • 1971

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by

Jackie McCormick

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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COURSE DESCRIPTION: THE STORY OF AMERICA AS A WORLD POWER, FOCUSING ON ITS DEVELOPMENT SINCE 1898. EMPHASIS IS ON THE CONCEPT OF NATIONAL POWER AND ITS MANISFESTATION IN NATIONAL AND FOREIGN POLICY.

CLUSTER: American Studies
GRADE LEVEL: 7-9
COURSE STATUS: Elective
INDICATORS OF STUDENT SUCCESS: None

COURSE RATIONALE: ALL TOO OFTEN STUDENTS ARE EXPOSED TO CURRICULUM RELATED TO THE "BIRTH" AND "GROWTH" OF AMERICA AT THE EXPENSE OF THE DEVELOPMENT OF AMERICA INTO A WORLD POWER. THE QUINMESTER COURSE, THE AMERICAN EXPERIENCE, COVERS SELECTED VITAL AREAS FROM U.S. HISTORY AROUND WHICH AMERICAN CHANGE AND PROGRESS REVOLVED UP TO THE 20th CENTURY. THE EMERGENCE OF AMERICA AS A WORLD POWER CONTINUES FROM THAT POINT AND FOCUSES ON THE MANY FACTURS AND INDIVIDUALS THAT CONTRIBUTED TO THE UNITED STATES CHANGING FROM AN ISOLATIONIST NATION TO ONE WHICH EMERGED AS A WORLD LEADER.

IT IS HOPED THAT THIS QUIN WILL PROVIDE STUDENTS WITH A BACKGROUND AND FOUNDATION UPON WHICH TO BUILD AN UNDERSTANDING OF AMERICA'S ROLE IN THIS WORLD TUDAY.

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COURSE GOALS:

1. THE STUDENT WILL DESCRIBE HOW THE SPANISH AMERICAN WAR CHANGED THE FOREIGN POLICY OF THE UNITED STATES.

2. THE STUDENT WILL LIST FACTORS LEADING TO UNITED STATES INVOLVEMENT IN WORLD WAR I.

3. THE STUDENT WILL IDENTIFY TRENDS AND CAUSES WHICH RESULTED IN A CHANGE OF THE UNITED STATES FOREIGN POLICY BETWEEN WORLD WAR I AND WORLD WAR II.

4. THE STUDENT WILL DESCRIBE THE ORGANIZATION OF THE LEAGUE OF NATIONS AND THE UNITED NATIONS.

5. THE STUDENT WILL DEFINE THE TERM "COLD WAR" AND CITE SPECIFIC "HOT SPOTS" DURING THIS PERIOD.

6. BASED ON FACTUAL CONTENT OF THE COURSE THE STUDENT WILL PROJECT TRENDS OF UNITED STATES FOREIGN POLICY TOWARD DEVELOPED AND UNDERDEVELOPED AREAS OF THE WORLD.

7. THE STUDENT WILL CITE EVIDENCE TO SUBSTANTIATE THAT THE STUDY OF THE PAST HELPS ONE TO UNDERSTAND THE PRESENT.

COURSE CONTENT OUTLINE:

I. From Isolationism to Imperialism

A. Protection of our independence
1. Washington's Farewell Address
2. Monroe Doctrine

B. Towards Imperialism
1. Perry's visit to Japan
2. Spanish American War
a. Cuba
b. Pacific Possessions
3. Roosevelt Corollary

II. From Pre to Post World War I

A. Conditions of selected countries
1. Political
2. Social
3. Economic

B. U.S. entrance into World War I
1. Causes
2. Course of War

C. Attempt at Peace

III. Return to Isolationism

A. Roaring Twenties
1. Social
2. Economic
3. Political

B. Depression

C. New Deal

IV. From Pre to Post World War II

A. Conditions of selected countries
1. Political
2. Social
3. Economic

B. Influential Individuals during World War II

1. Allied personnel
2. Axis Personnel

C. Attempt at peace

V. Cold War to the Present

A. United States role in International Affairs

B. Domestic pressures

VI. Projections for the future

VII. Relationship of past events to the present

GOAL #1: THE STUDENT WILL DESCRIBE HOW THE SPANISH AMERICAN WAR CHANGED THE FOREIGN POLICY OF THE UNITED STATES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
NOTE: A BRIEF SYNOPSIS OF U.S. FOREIGN POLICY UP THROUGH 1898 IS IMPORTANT AS A BASIS FOR UNDERSTANDING FOREIGN AND DOMESTIC POLICY RELATED TO THIS COURSE.	A. The student will cite examples of early U. S. foreign policies that illustrated our interest in protecting our independence.	1. Show sound filmstrip Emergence of America as a World Power. Explain how this illustrates some of the important events in the period between 1898 and the present. Have students draw a time-line illustrating the 5 to 10 events they consider most important. 2. Introduce terms: foreign policy, diplomacy, alliances, domestic policies, Department of State, negotiation, international law, Foreign Policy Association, Foreign Service, emergence. Discuss terms with student's emphasizing how they will relate to this particular course. 3. Have students read insert "American Foreign Policy" p. 463, History of Our United States. Divide class into groups of 3-4 or 5 students and discuss content of insert. Have them discuss: a. Why is foreign policy necessary? b. In what way is the United States recognized as the leader of the free - non-communist world?
WASHINGTON'S FAREWELL ADDRESS.		4. Have students listen to the tape: Child's Introduction to Historical American Speeches - Washington's Farewell Address. a. What were Washington's feelings about foreign involvement? b. Why did Washington want to avoid involvement in European affairs and conflicts? 5. Supply individual copies of the relevant parts of Washington's Farewell Address.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		a. Divide the class into groups. b. Have each group list conclusions and interpretations. c. Present interpretation orally to the class. d. Discuss in large group setting why Washington emphasized the importance of remaining neutral. Note: Peer learning hopefully will take place by placing heterogeneous students in each group.
MONROE DOCTRINE.		6. Given: The three main objectives of the Monroe Doctrine were: a. No new colonies were to be set up in the America's. b. The United States recognized European colonies that presently existed. c. The United States would not intervene in European matters. Source: Holt, Pat. United States Policy in Foreign Affairs. Based on above: a. What was Spain's reaction to the Monroe Doctrine? b. What was England's reaction to the Monroe Doctrine? c. Why did these reactions differ so drastically? d. How did the Monroe Doctrine continue the idea of remaining neutral as emphasized by Washington? 7. Read pages 243-245 in The Story of America, History of Our United States, or any state adopted text dealing with the Monroe Doctrine.

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NOTE:

THE BACKGROUND SHOULD BE DEALT WITH BRIEFLY. THE PURPOSE IS TO PROVIDE

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
A MINIMAL BACKGROUND FOR STUDENTS TO USE IN THE REMAINDER OF THE COURSE.		a. Make up your own captions for the three illustrations on p.244, Story of America. b. What effect has the Monroe Doctrine had on the peace of the Western Hemisphere?
PERRY'S VISIT TO JAPAN.		8. Have a selected student give a biographical sketch of Matthew Perry emphasizing his part in opening the door to Japan. a. Was the purpose of Perry's visit, economic or militaristic? Explain. b. What has been the significance of this opening?
THE SPANISH AMERICAN WAR.	B. The student will identify causes of the Spanish American War.	1. Through the use of resources such as: a. SVC filmstrip Spanish American War. b. History of our United States pp. 478-483. c. World Book Encyclopedia - Vol. 17. Letters pp. 590-591. Individual students should compile a list of causes for the Spanish American War. Class discussion of lists should include causes such as: a. Imperialism in Europe. b. Prestige of acquiring land. c. Need for raw materials and markets. d. Yellow journalism. e. Sinking of the "Maine." Selected students could research causes more thoroughly and report to class. 2. Students with low ability and/or reading difficulty could view SVC filmstrip Spanish American War with tape (made by teacher) and illustrate the causes

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		through a montage or collage.
IMPERIALISM. Definition of "IMPERIALISM". SOURCE: WEBSTER'S NEW WORLD DICTIONARY p. 729. " THE POLICY AND PRACTICE OF FORMING AND MAINTAINING AN EMPIRE. IN MODERN TIMES IT IS CHARACTERIZED BY A STRUGGLE FOR THE CONTROL OF RAW MATERIALS, AND WORLD MARKETS; THE SUBJUGATION AND CONTROL OF TERRITORIES; THE ESTABLISHMENT OF COLONIES.	C. The student will briefly describe the outcome of the Spanish-American War.	1. Supply students with the three major provisions of the Treaty of Paris - 1898 which moved the United States in the direction of imperialism. a. Cuba given its freedom by Spain - (Platt Amendment changes freedom to control by U.S.A.) b. Philippine Islands sold to United States for $20 million. c. Guam and Puerto Rico transferred to control of U.S.A. Show films: 1. Imperialism & European Expansion 14'C 1-12557 2. U.S. Expansion Overseas 1893-1917 14'C 1-12862 Supplying students with the key word Definitions: 3. Control of territories. 7. Location of major fighting during Spanish-American War. 11. U.S. ship sunk. I M 3. --P-------- E R I 7.---A L I S 11.M----

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		have them make up terms related to this period of American History. (The letter may be used to begin, end, or come in between the term.) Students should then supply definitions for the terms they make up. 2. Yellow Journalism was very much a part of this period. Have students with higher abilities write a front page of a newspaper as they assume a yellow journalist would do.
ROOSEVELT COROLLARY.	D. The student will compare the content of the Monroe Doctrine and the Roosevelt Corollary.	

Document	Area of the World Involved	Content of Document	Specific Times Used	Year Issued
Monroe Doctrine				
Roosevelt Corollary				

1. Using resources the student has previously been exposed to as well as additional library resources, the student will fill in the above chart.

2. Students may write 2 to 5 paragraphs interpreting the chart.

3. The students may view the filmstrip SVC - The Panama Canal and explain how the Roosevelt Corollary relates to this.

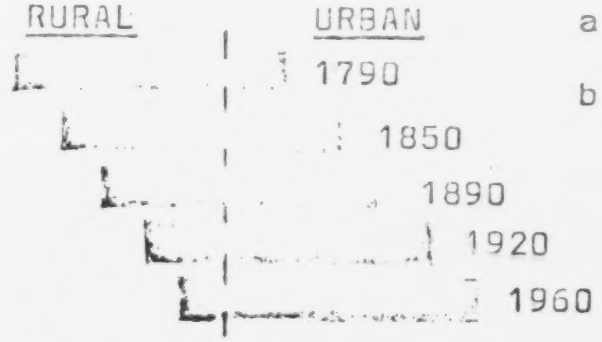
GOAL #2: THE STUDENT WILL LIST FACTORS LEADING TO INVOLVEMENT IN WORLD WAR I.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
PRE WORLD WAR I. NOTE: IN HETEROGENEOUS SETTINGS DO NOT OVERLOOK THE ABILITY OF ABOVE AVERAGE STUDENTS RESEARCHING POLITICAL, ECONOMIC, AND SOCIAL CHARACTERISTICS OF THIS PERIOD AND PRESENTING THEM TO THE CLASS.	A. The student will briefly describe the political, economic, and social characteristics of the U.S.A. between 1898 and 1917.	1. Have students read: History of Our United States pp. 490-494, pp. 516-526, or any other state adopted text dealing with pre World War I. Have students write two facts about each of the following: a. Annexation b. William McKinley c. Open-Door Policy d. Theodore Roosevelt e. Boxer Rebellion f. William Howard Taft g. Neutrality h. Woodrow Wilson 2. Show the films: World War I - The Background 13½' BW 1-12562 World War I - Role of the U.S.A. 28' BW 1-31025 Summarize the political climate of the United States. Indicate factors pointing to the eventual involvement in World War I. 3. What affect did the sinking of the Lusitania have on the attitude of the American people? 4. Selected students research what occurred between "Wilson's position on U.S. Neutrality" speech August 14, 1914 and his "War Message to Congress" April 2, 1917. List the events and explain them to the class.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WHY DID THE UNITED STATES CHANGE FROM AN AGRICULTURAL TO AN INDUSTRIAL NATION?	B. The student will list economic and social changes which resulted in the United States becoming a "Creditor Nation."	1.

Term	Economic	Social	Explanation
1. The Grange			
2. Cyrus McCormick			
3. Morrill Act			
4. Upton Sinclair			
5. John D. Rockefeller			
6. Horace Mann			
7. Mark Twain			
8. AFL-CIO			
9. Andrew Carnegie			

Paraphrasing in print portions of The Gilded Age by Twain & Warner, have the students fill in the above chart.

2. 

a. What is meant by Urban and Rural?
b. What does this graph mean to you?

3. Library Assignment:

Have student select a book related to an individual or event of importance politically, economically or socially between 1870 and 1920.

Suggested topics may include:

a. Growth of Unions
b. John Stewart Curry - Regional Art
c. Joseph Pulitzer
d. Mark Twain

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		e. John Philip Sousa f. Thomas Nast g. Educational Reforms h. Victor Herbert i. Big Business - Monopolies & Trusts Orally or in writing, have them make a Book Report. Recommend as reference: Campbell, John - New Dimensions in American History Series. The Abandonment of Neutrality: America's Entry into World War I. D. C. Heath & Co. 1968.
	C. The student will describe the political, economic, and social characteristics of Germany between 1860 and U.S. involvement in World War I.	1. Class set of Fideler's - Europe: Focus on Germany is highly recommended. Also provide student of a skeletal outline showing the change from: Prussia --- Austria-Hungary --- Germany. Have students answer the questions and define the vocabulary words of chapters you select related to political, social and economic conditions in Germany during the period. 2. Have the students make a map of Europe in 1860 and again in 1920. The student should list differences occurring on the two maps. 3. Read pp. 516-520 - History of Our United States or another state adopted text dealing with World War I.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Summarize briefly how and why World War I broke out. 4. Make a timeline of ten major events taking place in Germany between 1860 and 1920, focusing on Germany moving in the direction of World War I.
WHY RUSSIA WAS READY FOR A CHANGE IN GOVERNMENT	D. The student will describe the political, economic, and social characteristics of the Soviet Union under Czarist Russia.	1. Read The Soviet Union pp. 35-38, pp. 52-66 Scholastic Multi Media Texts a. Define: 1. Decembrists 2. Zemstvos 3. Nihilism 4. Bloody Sunday 5. Duma 6. Soviet 7. Social Revolutionaries 8. Class Struggle 9. Dialectical Materialism 10. Bolshevik-Menshevik 2. How did World War I influence the collapse of Czardom? 3. Have selected students research and give reports on: a. Ivan the Terrible b. Catherine the Great c. Boris Godonov d. Alexander Kerensky e. Nicholas II f. Karl Marx g. Lenin h. Stalin i. Others

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WORLD WAR I AND AN ATTEMPT AT PEACE.	E. The student will identify those factors that contributed to the Allied powers winning World War I.	1. Have students view: a. World War I: The War Years 13½' BW 1-12561 b. Building the Peace 11' BW 1-05165 c. The Ordeal of Woodrow Wilson 28' BW 1-31177 Have students write significant factors related to their viewing of the film and discuss these in class. 2. Have the students: a. Identify the nations belonging to the Triple Alliance. b. Identify the nations belonging to the Triple Entente. c. Which countries later became collectively known as the Allied Powers? 3. List five reasons why the Allies won World War I. 4. Have students listen to: Woodrow Wilson's Fourteen Points 18' Ed. Media Center 3-00147 Students should relate this to the Treaty of Versailles and United States Rejection of the League of Nations. 5. Have the students discuss the following: "The Allies won the war, but lost the peace."

GOAL #3: THE STUDENT WILL IDENTIFY TRENDS AND CAUSES WHICH RESULTED IN A CHANGE OF THE UNITED STATES POLICY BETWEEN WORLD WAR I AND WORLD WAR II.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
RETURN TO ISOLATIONISM.	A. The student will give specific examples of political, economic and social characteristics of the "Roaring Twenties."	1. Have students view filmstrip SVC <u>A Period of Prosperity 1923-1929</u> and listen to the record <u>I Can Hear it now 1919-1932</u> Write 2 to 5 paragraphs on how this characterizes the 20's. 2. How did the appearance of the a. Automobile b. Airplane c. Movies affect the American culture? 3. Show students excerpts from the book <u>Pictorial History of the Roaring 20's: The Lawless Decade</u> and have them make up captions for selected photos. 4. Have students define a. Flapper b. Prohibition c. Speakeasy (How do these relate to the 1920's?) 5. Have students listen to <u>Philosophy of Rugged Individualism</u> (Herbert Hoover) 12" 2 s 4-40061 How does this characterize the political economic and social atmosphere of the 1920's?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. The student will list factors which moved the United States in the direction of a depression.	1. Have students view a. 29 Boom & 30's Depression 15' BW 1-10178 b. SVC filmstrip The Great Depression. Using the key word D E P R E S S I O N have students select and define terms related to this topic. 2. Have students answer in writing: a. Trends that lead the United States towards a depression. b. When and why did the depression occur? c. What types of people were most affected? 3. Have the students read: American History Study Lessons Follett Basic Learnings Unit 6 - Lessons 10 and 14, pages 388-395. Have students answer exercise at the end of the lesson.
	C. The student will cite examples of isolationism during the 1920's & 1930's	1. Show Franklin Roosevelt Pt.1 26' BW 1-31552 Have students answer: Give examples of how the the national exmphasis had changed from inter-

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		national to domestic issues. 2. Show samples from Pictorial History of the 30's: The Desperate Years. Pretend you were a young person living during that period of time. What would be your outlook for the next 20 years. 3. Divide class into committees and have them research topics such as: a. Closing of the banks b. Insurance on bank deposits c. W.P.A.- Works Progress Administration d. A.A.A. e. F.H.A. f. N.R.A. g. T.V.A. How do these relate to the term "New Deal?" Present findings to the class. 4. Have individual students make a montage or collage of the Roaring 20's or Desperate 30's
	D. The student will describe the political, economic and social conditions of the Allied powers between 1936 and 1941.	1. Have students fill out the following chart using available room and library resources.

Country	Political Climate	Economy	Social Conditions	Influential Individuals
England				
France				
U.S.A.				
U.S.S.R.				

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Content of chart will range from simple to complex based upon the ability and interests of the individual students. 2. Have students read Inquiry U.S.A. pp. 213 - 219 and answer exercises at the end of the reading. This reading deals with the questions of U.S. neutrality prior to World War II. 3. Have advanced students debate the topic Resolved: World War II could not have been avoided. Supplementary sources: SVC Record F.D.R. Speaks: The Recovery Years, 1933-1940. Orson Welles War of the Worlds Vol. I & II.
	E. The student will describe the political, economic, and social characteristics of the Axis Powers between 1930 and 1945.	1. Show the films: a. Road to World War II 18' BW 1-13291 b. The Second World War: Prelude to Conflict 29' BW 1-31034 c. Triumph of the Axis 25' BW 1-31037 2. Divide students into groups (pods) of 4-5 and have them fill in the chart below.

Countries	Political Characteristics	Economic Conditions	Social Conditions
Germany			
Italy			
Japan			

How are the Allied and Axis Power charts alike?
How do they differ?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Show the film: Screen News Digest Vol. 6 Issue 8 20' BW 1-2702 "1939" How does this describe the world at that time? 4. Discovering American History Unit VIII, Government Responsibility at Home & Abroad, pp. 648-655. Answer appropriate questions throughout.
HOW INDIVIDUALS ARE AN IMPORTANT FACTOR IN SHAPING OUR TIMES.	F. Given a list of individuals, the students will indicate their sphere of influence during World War II.	1. Fortunately many of the influential individuals and events were captured on film. The method of exposure may differ according to ability and interests of individual students. Sources available include the following films and records: a. Benito Mussolini 26' BW 1-31573 b. Adolph Hitler Pt. 1 26' BW 1-31571 Pt. 2 26' BW 1-31572 c. Screen News Digest Vol. 9 Issue 5 America at War 1941-1945 d. The Second World War: Allied Victory 28' BW 1-31031 e. Minister of Hate 27' BW 1-31040 f. Voices of American History - Pearl Harbor Allied Strategy g. FDR Speaks: The War Years 1940-1945 2. Basic source: Study Lessons in Our Nation's History (Follett Basic Learning Series) Unit 7, Lesson 10 & 11 pages 458-474.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Using the key word, have students make up words related to important individuals. W O R L D W A R T W O 3. Take students on field trip to see films such as: Patton, Tora Tora Tora, The Great Escape.

GOAL #4: THE STUDENT WILL DESCRIBE THE ORGANIZATION OF THE LEAGUE OF NATIONS AND THE UNITED NATIONS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WORLD ORGANIZATIONS.	A. Student will display basic knowledge of the organization of the League of Nations and the United Nations.	1. Have students read in History of Our United States pp. 528-529 (League of Nations) pp. 559-564 (United Nations) or any other state adopted text dealing with the above topics. Answer in writing.

Organization	# of Members	Location of Headquarters	U.S. Involvement
League of Nations	1930-		
United Nations	1970-		

		2. What main divisions are found in the United Nations? Did the League of Nations have the same type of divisions? Describe some.
THE LEAGUE OF NATIONS.		3. Why didn't the United States join the League of Nations? What alternative did the U.S. chose? Was this a wise choice? Why or why not?
		4. List the reasons why the League of Nations failed. What effect did the U.S. not becoming a member have upon the League?
THE UNITED NATIONS.	B. Student will supply current divisions and activities of the United Nations.	1. Have students define the terms a. Security Council b. World Court

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		c. Trusteeship Council d. Agressor Nation e. International Court of Justice f. Secretary General g. Pact h. Truce 2. Diagram the structure of the branches of the United Nations. Briefly list their major functions. What role does the United States play in each of these branches? 3. Divide the class into triads - Assign each triad a filmstrip related to the United Nations. a. Students are to discuss questions at the end of each filmstrip. b. Students are to make up collectively a ten-item exercise related to the filmstrip. Source: The United Nations Today, EAV United Nations Organization, Eye Gate United Nations Today, McGraw Hill 4. Using the current issue of "The Readers Guide to Periodical Literature," select an item related to the United Nations. Have students read and discuss.
THE UNITED STATES AND INTERNATIONAL ALLIANCES.	C. The student will list existing International Alliances and include reasons for their existence.	1. Supply a list of Alliances and Doctrines such as: a. NATO b. SEATO c. Organization of American States d. Truman Doctrine e. Others

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

Have students research and report on:

a. Nations participating.
b. Reasons for their existence.

2. Draw a chart and supply the following information.

Check 1 or more

Alliance	Polit-ical	Econom-ical	Member Countries	Importance to U.S.A.

Using the key term - make up terms using each letter. Define each term used. (Terms should relate to Alliances in existence since World War II.)

I A
m L
P L
O I
R A
T N
A C
N E
T S

GOAL #5: THE STUDENT WILL DEFINE THE TERM "COLD WAR" AND CITE SPECIFIC "HOT SPOTS" DURING THIS PERIOD.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
NOTE: THIS PORTION OF THE COURSE IS INTENDED TO BE OPEN-ENDED TO ALLOW STUDENTS TO CONCENTRATE ON INDIVIDUALS AND EVENTS THAT THEY CONSIDER MEANINGFUL.	A. The student will define "Cold War" and list important international incidents occurring during the past 20 years.	1. Using available resources and library facilities, have students draw a timeline from 1945 to the present and list important international incidents. Have them select the three that they consider most significant in the "cold war" and explain why. 2. Have students define the term "Cold War." 3. Using Follett Series - Unit 8 p. 617 "Cold War" -.... term given to battle of words, ideas and propaganda between the United States and its allies and the Soviet Union and its allies. The Cold War is a war of words and ideas. It is also a symptom of tensions that can lead to real war". a. Do you agree with the above definition? b. How would you modify it? c. Give specific examples of its meaning. 4. Have class in large group decide the five "hot spots" of the "Cold War" they'd most like to investigate.
KOREA. NOTE: THE WRITER HAS SELECTED THE KOREAN CONFLICT: VIETNAM: AND MID EAST CRISIS AS ITEMS TO COVER IN DEPTH.	B. The student will describe the causes and outcomes of the Korean Conflict.	1. Excellent source: <u>The Rim of Asia</u> - "Korea" a. Read related paragraphs. b. Answer exercises at the end of the chapter. 2. <u>View Screen News Digest Vol. 10, Issue 8</u> 16' 1-13318 "Focus on South Korea" Distinguish between the terms war and police action. Which term is most appropriate in the Korean Conflict.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. What was Gen. Douglas MacArthur's role in the Korean Conflict? Why was he removed from command? What is the significance of the 38th parallel? 4. View a. The Korean Story 20' BW 1-13054 b. Korean Backgrounds 17' BW 1-12606 Make up a worksheet related to films.
THE MIDDLE EAST.	C. The student will list ways in which the U.S.A. and U.S.S.R. played important secondary roles in the Mid-East Crisis.	1. Have selected students report on: a. Creation of Israel-1949 b. Moshe Dayan c. Golda Meir d. King Hussein e. Nasser f. Abba Eban g. Sadat Make a crossword puzzle related to information furnished. 2. Discuss the following: a. What tangible role has the U.S.A. and U.S.S.R. played in the Mid East between 1967-1971? b. What is the status of the situation presently? c. Why has the term "powder keg" been applied to the situation? 3. Have students listen to the tape: The Arab-Israeli World 60' 3-20295 Draw a map of this area before and after the "Six Day War."

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. View: a. Screen News Digest Vol. 10, Issue 1 "The Lightning War" b. Israel-Middle East Neighbor 16' C 1-12081 Write 2-5 paragraph summary of the above.
VIET NAM.	D. The student will critically discuss and defend his position on U.S. involvement in Viet Nam.	1. View: "Why Viet Nam" 30' BW 1-30033 Answer: a. How and why did the United States become involved? b. Distinguish between Indo China and Southeast Asia. c. In what direction does the United States seem to be moving presently? 2. Using library resources, have students make reports on individuals and events of importance in Viet Nam. 3. Have students debate: Resolved: The Paris Peace Talks are effective. The United States should use force to have our POW's returned. The Viet Nam Conflict was unavoidable. The Domino Theory is valid.

GOAL #6: BASED ON THE CONTENT OF THE COURSE THE STUDENT WILL PROJECT TRENDS OF U.S. FOREIGN POLICY TOWARD DEVELOPED AND UNDERDEVELOPED AREAS OF THE WORLD.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
NOTE: IDEALLY STUDENTS WILL BE ABLE TO BUILD ON THE INFORMATION COVERED ON THE PRECEDING PAGES. IF WE REALLY BELIEVE WE ARE ATTEMPTING TO EDUCATE STUDENTS TO BECOME MORE EFFECTIVE ADULTS, IT IS OUR RESPONSIBILITY TO GIVE THEM EXPERIENCE IN ANALYSING, CRITICAL THINKING AND PROJECTIONS BASED ON AVAILABLE RESOURSES. THEREFORE, THE STUDENT WILL BE ABLE TO SELECT A DEVELOPED AND UNDERDEVELOPED AREA OF THE WORLD AND PROJECT HOW THE U.S.A. WILL DEAL POLITICALLY, SOCIALLY AND ECONOMICALLY WITH THESE COUNTRIES	A. The student will project future dealings with an underdeveloped nation of their choice by basing this on past and present U.S. foreign policy.	1. Level I Discuss terms developed and underdeveloped. Divide students into groups, have them come up with a list of 15 simple countries under each category.

Country	1960 Foreign Aid	1970 Foreign Aid	Alliances	Literacy Rate	
Developed					
Under-developed					

Supply basic students with this type of information and have them come up with simple summary paragraphs related to future based on this chart.

2. Level II & III

Have students supply information for the chart found in:

Statesman Yearbook
Scholastic World Issue
Various and sundry encyclopedia

Have them draw more sophisticated conclusions because of their exposure to a wider variety of resources.

3. Level IV & Independent

Investigate criteria for countries being categorized as developed or underdeveloped.

GOAL #7: THE STUDENT WILL CITE EVIDENCE TO SUBSTANTIATE THAT THE STUDY OF THE PAST HELPS ONE TO UNDERSTAND THE PRESENT.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
NOTE: STUDENTS WILL ATTEMPT TO DEVELOP PATTERNS (SIMPLE TO COMPLEX) DEPENDING ON ABILITY OF PAST ACTIONS OF U.S.	A. The student will select an event of the past and relate this to an influence of the present.	1. Have students "brainstorm" events of the past that may be related to the present. (i.e.) Welfare State of Rome with today. Using available resources and library facilities, make comparisons. List specifically whether we are repeating or avoiding the same situation. 2. Have students debate: Resolved: The Soviet Union and/or Communist China are taking over nations very similar to the methods used by Hitler in the 1930's. 3. Have students make a graph related to periods of isolationism and imperialism since 1789. Has any type of pattern been established? 4. Have the students write an essay, It is (not) possible to understand the present by the study of the past.

MATERIALS:

1. RECOMMENDED BASIC TEXTUAL MATERIALS:

*Cox, David; Koberna, Thomas; Nassif, Betty. Problems in American History Series. New York: John Wiley and Sons, Inc. 1969.

*Fenton, Edwin, ed. The Americans. N.Y: Holt, Rinehart and Winston, 1970 (Slow learners)

*Graff, Henry F. The Free and the Brave (Simplified Edition). Chicago: Rand McNally and Co. 1967.

*Graff, Henry F. The Free and the Brave (Regular Edition). Chicago: Rand McNally and Company, 1967.

*King, Fred M.; Harlow, James; Eibling, Harold H. History of Our United States. (Simplified and Regular Editions) River Forest, Illinois: Laidlaw Brothers Publishers, 1969.

*Sandler, Martin W.; Rozwenc, Edwin C.; Martin, Edward C. The People Make A Nation. Boston: Allyn & Bacon, Inc. 1968.

Schwartz, Melvin; O'Connor, John. Exploring American History (Slow Learners) New York: Globe Book Co., Inc. 1968.

* State Adopted

2. SUPPLEMENTARY TEXTUAL MATERIALS:

Abramowitz, Jack. Study Lessons in Our Nation's History. Chicago: Follett Publishing Co., 1964.

*Bartlett, Irving; Fenton, Edwin; Fowler, David; Maudelbaum, Seymour. A New History of the United States: An Inquiry Approach. New York: Holt, Rinehart & Winston, Inc., 1969. (Advanced Students)

Campbell, John. New Dimensions in American History. Lexington, Massachusetts: D.C. Heath & Co. 1968.

Gould, Kenneth M.; Gross, Richard E., and Mills, Clark, eds. The Rim of Asia. New York: Scholastic Book Services, 1965. Also, The Soviet Union.

Gross, Richard E.; Madgic, Robert F. Profile of America Series. Atlanta: Field Educational Publications, Inc. 1971.

Holt, Pat M. United States Policy in Foreign Affairs. Boston: Allyn & Bacon, Inc. 1971.

Kane, Ralph J. and Glover, Jeffrey A. Inquiry, U.S.A. New York: Globe Book Co., 1971.

Pound, Norman, ed. Europe with Focus on Germany. Grand Rapids: Fideler, 1970.

Kownslar, Allan O.; Frizzle, Donald B. Discovering American History. New York: Holt, Rinehart & Winston, Inc. 1967

Sann, Paul. Pictorial History of the Roaring Twenties: The Lawless Decade. New York: Publishers Central Bureau, 1970 (Teacher Resource)

Sann, Paul. Fads, Follies and Delusions of the American People. New York: Publishers Central Bureau, 1970 (Teacher Resource)

3. ALTERNATE STUDENT AND CLASS MATERIAL:

A. Films

	Time	Dade Co. #
U.S. Expansion: Overseas 1893-1917	14'	1-12862
29 Boom and 30's Depression	15'	1-10178
Two Decades of History (1927-1947)	22'	1-12860
Screen News Digest		
Vol. 5 Issue 6 - (1932 Year of Change)	23'	1-12687
Vol. 4 Issue 3 - (Kennedy Addresses U.N.)	28'	1-12674
Vol. 4 Issue 1 - (Berlin)	28'	1-12672
Vol. 7 Issue 3 - (Effect of Immigration)	20'	1-12707
Vol. 9 Issue 9 - (Focus on Latin America)	15'	1-12733
Vol. 9 Issue 5 - (America at War)	18'	1-12729
Vol. 5 Issue 4 - (Cuban Crisis)	24'	1-12685
Vol. 10 Issue 1 - (Lighning War)	16'	1-13228
Vol. 6 Issue 3 - (United Nations)	23'	1-12694
Herbert Hoover Pt. 1	30'	1-31000
" " Pt. 2	30'	1-31001
Imperialism & European Expansion	14'	1-12557
The Ordeal of Woodrow Wilson	28'	1-31177
Profile in Courage: Woodrow Wilson	30'	1-31122
World War II: Prologue U.S.A.	28'	1-31028
World War I: The War Years	13½'	1-12561
World War I: The Background	13½'	1-12562
World War I: Role of the U.S.A.	28'	1-31025
World War I: Building the Peace	11'	1-05165
World at War 1931-1941	44'	1-40115

Roosevelt, Franklin Pt. 1	26'	1-31552
" " Pt. 2	26'	1-31553
Road to World War II	18'	1-13291
Hitler, Adolph Pt. 1	26'	1-31571
" " Pt. 2	26'	1-31572
Inside Red China Pt. 1	30'	1-31527
" " " Pt. 2	21'	1-31529
The Korea Story	20'	1-13054
Korean Backgrounds	17'	1-12606
The Truman Years	19'	1-12867
The Second World War:		
A. Prelude to Conflict	29'	1-31034
B. The Triumph of the Axis	25'	1-31037
C. Allied Victory	28'	1-31031
Why Vietnam?	30'	1-30033

B. Transparencies

Fenton-Wallbank World History Program Set 1 #5 & 7 Wilson & the Territorial Settlement in Versailles What caused the Rise of Hitler?		
United States Becomes a World Power		2-30100
U.S. History: The Emergence of Modern America		2-30093

C. Tapes

Atherton, Alfred: The Arab-Israeli World	60'	3-20295
Child's Introduction to Historical American Speeches: Washington's Farewell Address	30'	3-00142
Churchill, Winston	30'	3-00110
D-Day Invasion of Europe	20'	3-00132
Henry, David H. United States-Soviet Relations	30'	3-20291
I Can Hear It Now 1945-1949	46'	3-20313
The Kennedy Wit	60'	3-20312

D. Records

Panama Canal	4-30240
Philosophy of Rugged Individualism	4-40061
President Truman	4-30233
Rise of Adolph Hitler	4-40379
Roosevelt, Franklin D.	4-40440
Roosevelt, F.D. Four Freedom Speech	4-40241
Teddy Roosevelt & The Rough Riders	4-40287
Voices of the 20th Century	4-00028
Woodrow Wilson - Fourteen Points	4-40415

E. Filmstrips

The United States: A World Leader, Encyclopedia Britannica, Series of 6 filmstrips.

America Becomes a World Power (1890-1917) Critical Thinking Filmstrips, Series of 8 filmstrips.

United Nations, Warren Schloat, 2 sound filmstrips.

The United States as World Leader, Social Studies School Service, 8 sound filmstrips.

American Decades (1930's-1960's), International Film Bureau, 6 sound filmstrips.

The United States In World Affairs, Current Affairs Sound Filmstrips.

Emergence of the United States as a World Power, Guidance Associates, 3 sound filmstrips.

The United Nations Today, Educational Audio-Visual, 6 filmstrips.

Peacekeeping: U.N. Business, The United Nations.

The United Nations, Life

United Nations Organization, Eye Gate, 3 filmstrips.

United Nations Today Series, McGraw Hill, 6 filmstrips.

F. Multi-media Programs

Japanese-American Internment, 1942, Olcott Forward

Spanish-American War, Olcott Forward

<u>How Did World War II Affect Today's World?</u> Revell Educational Systems

G. Simulations

<u>Mission: A Simulation of our Involvement in Vietnam</u>, Interact

<u>Destiny: A Simulation of the Spanish-American War</u>, Interact